DOCUMENT RESUME

ED 122 188 CG 010 519

AUTHOR LaVoie, Joseph C.
TITLE Ego Identity Formation in Middle Adolescence.
SPONS AGENCY Nebraska Univ., Omaha.
PUB DATE [Sep 75]
GRANT SRC-UN-791-01-010-502
NOTE 31p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)
AVAILABLE FROM Joseph. C. LaVoie, Department of Psychology, University of Nebraska, Omaha, Nebraska 68101

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS High School Students; *Identification (Psychological); Personal Adjustment; *Personality Development; *Psychological Characteristics; Psychological Studies; Secondary Education; *Self Concept; *Sex Role; Socialization

ABSTRACT

Assumed determinants of ego identity were investigated in this study using sophomore, junior, and senior high school males and females. Subjects were administered the Marcia Ego Identity Status Scale and measures of sex-role identification, personality development, psychological functioning, self concept, and parental socialization practices. Data analyses, using a median split on identity score, showed that high identity adolescents obtained greater scores on sex-role identification, personality development, psychological adjustment, and self concept than low identity adolescents. Socialization practices also differed for the two groups. Multiple regression analyses for males and females produced patterns of predictors congruent with the literature. Overall, the data supported Erikson's theory of ego identity development. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122188

Ego Identity Formation in Middle Adolescence

Joseph C. LaVoie [1,2,3]

University of Nebraska at Omaha

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CS 010 519

Abstract

Assumed determinants of ego identity were investigated in this study using sophomore, junior, and senior high school males and females. Subjects were administered the Marcia Ego Identity Status Scale and measures of sex-role identification, personality development, psychological functioning, self concept, and parental socialization practices. Data analyses, using a median split on identity score, showed that high identity adolescents obtained greater scores on sex-role identification, personality development, psychological adjustment, and self concept than low identity adolescents. Socialization practices also differed for the two groups. Multiple regression analyses for males and females produced patterns of predictors congruent with the literature. Overall, the data supported Erikson's theory of ego identity development.

Ego Identity Formation in Middle Adolescence

A major developmental task facing the adolescent is that of acquiring a stable sense of identity (i.e., "Who and What am I"). According to Erikson (1968), resolution of the identity problem requires that the adolescent attain his/her own expectations in addition to those of society, and that he/she find a sense of sameness and continuity of experience. Conger, (1973) has described ego identity as that state where one perceives self as a distinctive individual, that is, distinct from others, but also integrated in that a continuity exists between what I am today and what I was yesterday. However, identity formation encompasses identification with something apart from self as well as continuity of self. The major criteria of ego identity are: (1) the adolescent's perception of himself as essentially the same person over time and interpersonal situations; (2) other's perceptions of the adolescent as essentially the same over time and situations; (3) an accrued confidence on the part of the adolescent that his perception of self corresponds to other's perceptions of him (Erikson, 1950).

Identity formation is not an exclusive product of adolescent development, since it also involves a structural synthesis and resynthesis of childhood identifications and experiences (Erikson, 1968). But the concern with identity becomes more acute during adolescence because of the necessity to cope with physical, physiological, and cognitive changes, genital maturity, and the acquisition of productive skills. Thus the adolescent is faced with resolving these problems while being confronted with the demands of approaching adulthood. The adolescent can resolve this crisis by achieving a sense of personal continuity of past and present or continue in

a state of identity diffusion, characterized by an absence of integration and continuity and the lack of commitment.

Marcia (1966) has defined ego identity as a status where one has experienced a crisis (i.e., a period of decision making during which time an individual selects among alternative occupations and beliefs) and makes commitments with respect to occupation, religion, and politics (i.e., an idealogy). Thus identity is based on the criteria of crisis and commitment applied to the areas of occupation and idealogy. Two measurement techniques have been used by Marcia to operationalize this concept of identity. The semi-structured interview determines one's identity status on a dimension of five status points--achievement, alienated achievement, moratorium, diffusion, and foreclosure. The second measure--an incomplete sentences blank--assesses an overall measure of identity achievement. Although Marcia (1966) has emphasized occupation and idealogy as the major components of an ego identity, two other components of ego identity seem to precede occupation and idealogy. The first component is a physical identity. Matteson (1975) suggests that the early adolescence questions of "Who am I?" are expressions of concern with one's body. Sexual identity, the second component, refers to acquisition of gender identity and coming to terms with one's sexuality (i.e., recognizing that one is a sexual being and understanding what being masculine or feminine means.) Erikson (1950; 1968) contends that gender identity is central to one's being and one who has not acquired a strong gender identity will experience problems in achieving an ego identity.

Most of the empirical research on ego identity development has focused on the period of young adulthood through the use of college subjects which

seems contrary to the contention of Erikson (1950; 1968) that the psychosocial crises of identity occurs during adolescence. In general, the young adult data suggest that ego identity increases during the college years, especially for males. Waterman and Waterman (1971) found an increase in occupational identity among male engineering students during the freshman year at college, and a similar finding across four years of college was reported by Constantinople (1969) using a scale which measured ego development during Erikson's first six stages. While females in this sample were more mature in terms of ego development upon entering college, males scored higher than females at the time of graduation, suggesting that an university climate with its emphasis on vocational preparation is more conducive to ego development (and identity) in males. Equivalent data for the high school years are lacking, although one would expect some maturation in ego identity since students are in the process of formulating vocational decisions. However, the apparent sex difference at the senior year of college reported by Constantinople may not be evident during the high school period.

Similarly, our understanding of the social and personality factors associated with ego identity is based largely on data from young adults. While the relationship of body image or physical identity and ego identity has not been a concern in studies with college-age populations, the relevant adolescent data on physical maturation (e.g., Jones, 1957, Weatherly, 1964) and concern with physique (e.g., Frazier & Lisonbee, 1971) indicate that adolescents are concerned with their body. Further, it is evident from these studies that differences in timing of physical maturation

influences psychological adjustment, and therefore ought to affect ego identity formation. The effect of sexual identity on ego identity has been examined in college populations. For example, Heilbrun (1964) reported that high masculine males and high feminine females were more role consistent (a measure of identity) than their low-scoring counterparts. Dignan (1965) also found a positive relationship between maternal identification and ego identity in college women. Sexual identity in adolescence seems closely related to ego identity development as evident from the research on sex-role identification. Boys with hign masculine interests in the Mussen (1962) study were more positive in their self concept and expressed greater self confidence than boys with more feminine interests, and these boys appeared to be better adjusted psychologically. But sex-role identity for the adolescent female may be more conflictful today since models of traditional feminism and a masculinized role (i.e., academic competencies and skills) are both present for the adolescent girl to imitate (Bardwick, 1971). This conflict between models emerges at adolescence when the female finds that academic success is inimical to satisfying the feminine role expectations of affiliation and heterosexual relations, and may interfere with identity formation during adolescence.

Both physical and sexual identity influence self concept, which appears to function as a mediator in identity formation since ego identity evolves from earlier self concepts. Although the correlation between self esteem and identity reported by Marcia (1966) was .26 for a sample of college males, this low correlation may have resulted from the use of a self esteem measure which lacked real sensitivity. Rosenberg (1965)

reported that self concept was correlated significantly with achievement and occupational expectations in his adolescent sample. Further, Coopersmith's (1967) data showed that those childrearing conditions which fostered identity formation also facilitated a more positive self concept.

While vocational identity and idealogical identity probably are not resolved until young adulthood, as suggested by the research of Marcia (Marcia, 1966; Marcia & Friedman, 1970), both identity components are developing during adolescence. Conger (1973) notes that vocational interest has stabilized by middle adolescence, but sex differences influence vocational identity. Occupational identity seems to play a more central role in identity formation in males, and fathers provide important vocational role models (Bell, 1969), whereas identity formation is more closely aligned with affiliation in females (Douvan & Adelson, 1966).

The search for a value system also is an integral part of identity resolution for the adolescent. During middle adolescence, this formation of an idealogy seems to revolve around religious beliefs and the struggle to make independent decisions. But again, changes in value orientation seem to occur earlier for boys than girls since difference in parental regulation for the two sexes necessitate the earlier development of self regulation of behavior for boys (Douvan, 1960).

The investigations of Josselson (1973) with college females, and Donovan (1975) with college males, showed distinct differences in child-rearing practices reported by individuals in the various identity statuses. Ego identity, according to Conger (1973), will be enhanced greatly if a warm, positive relationship exists between both parents and the adolescent,

and if the same-sex parent is a salient model. Douvan and Adelson (1966) found that adolescents who were autonomous and self-directed had parents who were warm, supportive, consistent in rule enforcement, and who used inductive discipline. Those adolescents who were less self-directed and rebellious had restrictive or excessively permissive parents. The effect of childrearing on identity supports the thinking of Erikson (1950; 1968) that identity is the product of the resynthesis of childhood identifications.

It is evident from the preceding discussion that middle adolescence is an important period for ego identity formation, and that physical, sexual, childrearing, occupational, and value orientation actively influence ego identity during this time. The purpose of this study was twofold. First, to determine the developmental progression of ego identity during middle adolescence, and second, to assess the effect of the previously cited factors on identity formation.

Method

Subjects. The subjects for this study were 120 middle-class white sophomore, junior, and senior students (20 males and 20 females in each grade) from a large city high school. The subjects ranged in age from 15 to 18 years ($\bar{X}$ = 16.25; s = 1.8 years) and were from intact families.

Based on the Warner, Meeker, and Eells' scale (Miller, 1964) for rating occupations, 69% of the subjects were from homes where one or more parents was in a professional occupation. The other 30% of the subjects' parents were engaged as workers in a business, service, or skilled craft. The data on high school plans showed that 83% of the boys and 78% of the girls planned to attend college or some type of business or trade school after

graduation. Only 7% of the boys and 8% of the girls intended to obtain a job immediately after high school.

Task Measures and Procedure: Groups of three to six subjects were administered the various measures in a small room at their high school by male and female experimenters. Ego identity was assessed with the Ego Identity Status Scale (Marcia, 1966). This scale consists of 23 incomplete sentence items which the individual was asked to complete. Each item was scored on a 1-3 scale, indicating degree of identity resolution. The sum of the item scores reflects overall ego identity, with a higher score indicating a more positive identity. Identity status and overall ego identity are related, as shown by Marcia (1966), and appear to discriminate well between identity achievement and diffusion. That is, the incomplete sentences blank measure discriminates between Erikson's two polar outcomes of the psychosocial crises of identity which occurs during adolescence.

Interrater reliability for the Ego Identity Status Scale was .88 (Pearson correlation).

Sex-role identity was determined by two measures. The Heilbrun (1964) Masculinity-Femininity Scale, consisting of 54 adjectives from which the subject was asked to check those adjectives which are self-descriptive, provided a measure of sex-role (i.e., one's perception of maleness/femaleness). The scores were scaled and normed in T-score units with high scores indicating greater masculinity and low scores, greater femininity. The Lazowick (1955) form of the semantic differential provided a second measure of sex-role identification. This instrument measures assumed similarity between an individual and his parent model. Subjects were asked to rate the

concepts myself, husband, wife, mother, father, man, woman, and family on nine bi-polar scales representing Osgood's three conotative factors. The "D" value computed for each pair of ratings of myself and another on the nine scales provided a measure of similarity between self and other.

The Erikson Measure of Personality Development (Constantinople, 1969) was used to determine personality synthesis. This scale consisted of 50 items which tap personality integration in stages 1 - 4 and 6 of Erikson's eight stages of development. The subject was asked to rate, on a 1-5 scale, the extent to which each item was self-descriptive. The items were summed to provide a score for the dimensions of trust, autonomy, initiative, industry, and intimacy. (The identity dimension was deleted since The Marcia scale provided this measure).

A measure of self concept was obtained from the Tennessee Self Concept (TSC) Scale (Fitts, 1964). This measure consists of 100 items to which the individual responds on a scale of 1-5 indicating the degree to which each statement is self-descriptive. In addition to a measure of self concept, the scale has nine subscales measuring such aspects of self as physical self, moral-ethical-self, personal self, family self, social self, self identity, self satisfaction, perception of one's behavior and self criticism. The TSC Scale also contains six empirical scales (Defensive Positive, General Maladjustment, Psychosis, Personality Disorder, Neurosis, and Personality Integration) which assess psychological adjustment.

Socialization practices were obtained from an 18 item childrearing questionnaire which asked the subject to rate each parent on such factors as warmth, concern, punishment practices, and consistency. This

questionnaire was adapted from the Parent-Child Relationship Questionnaire (Note 2).

Results

A one-way ANOVA showed that ego identity became more positive with age (sophomore $\bar{X}$ = 31.52; junior $\bar{X}$ = 31.90; senior $\bar{X}$ = 32.48) but this increase across age was nonsignificant ($F < 1$). Sex differences on ego identity (males $\bar{X}$ = 31.93; females $\bar{X}$ = 32.00) also were nonsignificant ($t < 1$).

The sex-role identification, personality, and self concept measures were analyzed with an unequal N analysis of variance, using sex, age, and a median split on identity score as the between subjects factors. The means and standard deviations for each of the measures for high and low identity males and females are presented in Table 1.

Insert Table 1 about here

Sex-Role Identification: High and low ego identity subjects did not differ significantly on masculinity/femininity (F = 2.40, df = 1/108, $p < 12$), although scores on masculinity/femininity increased with age (F = 4.76, df = 2/108, $p < .01$). As expected, the sex factor was significant (F = 9.43, df = 1/108, $p < .01$), but the Sex X Identity interaction was nonsignificant ($F < 1$), indicating that perceived masculinity/femininity did not differ greatly among males and females of high and low identity.

The semantic differential measure of perceived similarity between self and other disclosed significant differences between certain sex-pairs for adolescents of high and low identity (see Table 1), but age was not a factor (F's < 1). High identity subjects perceived less distance between self and

father, self and family, self and man, self and mother, and self and husband (F ratios ranged from 3.80 to 5.94, p's $<.05$). A similar, but nonsignificant pattern occurred for perceived distance between self and woman, and self and wife. Sex differences on perceived similarity were present only for self and woman ($F = 7.03$, $df = 1/108$, $p < .01$), where perceived similarity for females was greater, and self and husband ($F = 5.13$, $df = 1/108$, $p < .05$), where similarity for males was greater. Perceived similarity for the two sexes was not significantly different for self and father, self and family, self and man, self and mother, self and wife. The only significant Sex X Identity interaction appeared for self and family ($F = 7.77$, $df = 1/108$, $p < .01$). High identity females perceived greater similarity than low identity females.

Personality Development: High identity adolescents scored more positive on basic trust ($F = 6.36$, $df = 1/108$, $p < .01$) and industry ($F = 4.10$, $df = 1/108$, $p < .05$) than low identity adolescents (refer to Table 1). Similar, but nonsignificant differences appeared for autonomy, initiative, and intimacy. Both autonomy and intimacy significantly increased across age (F's ranging from 3.18 to 4.24, p .05), but the Age X Identity interactions were nonsignificant (p's $>.10$). Males and females did not differ significantly on the personality measures, (F's < 1), and the interaction between sex and identity level was nonsignificant (p's $>.10$).

Psychological adjustment: Adolescents with a high ego identity were better adjusted than low identity adolescents on the measures of defensiveness, general maladjustment, personality disorder, neurosis, and personality integration (F's ranging from 5.30 to 13.34, p's $<.05$). The two groups did not

differ on the psychosis scale ($F < 1$). Age was an influential factor in psychological adjustment for two measures--general maladjustment ($F = 6.61$, $df = 2/108$, $p < .01$) and personality disorder ($F = 4.38$, $df = 2/108$, $p < .01$). For both measures, seniors scored higher on adjustment than sophomores or juniors, whose scores were very similar. The Age X Identity interactions for all measures were nonsignificant (p's $> .10$). Males were better adjusted than females in terms of personality disorder, neurosis, and personality integration (F's from 4.07 to 10.36, p's $< .05$), but the interaction between sex and identity was nonsignificant for all measures (p's $> .10$).

Self Concept: Self concept increased with age ($F = 3.81$, $df = 2/108$, $p < .05$) and was more positive among high identity subjects than those who scored low on identity ($F = 12.04$, $df = 1/108$, $p < .01$). As evident from Table 1, the identity difference also was present for the subscales of physical self, moral-ethical self, personal self, family self, and social self (F ratios ranged from 4.21 to 14.90, p's $< .05$), but not self criticism. Males scored higher than females on total self concept ($F = 4.12$, $df = 1/108$, $p < .05$), physical self ($F = 7.03$, $df = 1/108$, $p < .01$), and personal self ($F = 17.80$, $df = 1/108$, $p < .01$), but the Sex X Identity interaction for all measures of self concept was nonsignificant (p's $> .10$).

Scores on the subscales of self identity, self satisfaction, and behavior perception were greater for high identity than low identity subjects (F's ranging from 5.94 to 17.12, p's $< .05$). Males scored higher than females on self acceptance ($F = 7.21$, $df = 1/108$, p .01), but the Sex X Identity interactions for these subscales were nonsignificant (p's $> .05$).

Socialization: A separate series of Chi-square analyses for males and

females, using a first and fourth quartile split on identity score and a dichotomization on the subject's response to indicate low or high frequency of parent action for the specific socialization action, were performed for each of the 18 socialization measures. A $p < .10$ was considered to be a significant difference. High identity boys reported less regulation and control by their mother ($X^2 = 2.81$, $df = 1$, $p < .09$), and father ($X^2 = 8.42$, $df = 1$, $p < .05$), and more frequent praise from their father ($X^2 = 2.84$, $df = 1$, $p < .09$) than low identity boys. The socialization pattern for high identity girls was that of less maternal restrictiveness ($X^2 = 3.17$, $df = 1$, $p < .09$), and greater freedom to discuss problems with mother ($X^2 = 2.58$, $df = 1$, $p < .10$) and father ($X^2 = 8.42$, $df = 1$, $p < .01$). High and low identity males and females differed on the other socialization measures as well, but these differences were not significant.

Ego Identity Predictions: While the ANOVA analyses show the effect of the various factors on overall ego identity, these analyses provide little information on the relative contribution of each. In order to obtain these data separate stepwise-multiple regression analyses, with an ANOVA to determine significance, were performed for males and females using overall ego identity score as the criterion variable and age, sex-role identification, personality development, psychological adjustment, and self concept scores as predictor variables. The results of these analyses appear in Tables 2 and 3. Following the current trend in the literature, only those variables which contribute 4% or more to the prediction equation are reported.

Insert Tables 2 and 3 about here

Although few sex differences appeared in the ANOVA analyses on the various measures assumed to influence identity, distinct sex differences are evident in the predictors of ego identity. For males, perception of one's behavior emerged as the best predictor, accounting for 15% of the variance. Self acceptance explained an additional 10% of the variance, and the combination of these predictors accounted for 25% of the variance. Sense of personal worth (personal self) was the best predictor of identity in females, accounting for 20% of the variance. An additional 19% of the variance was explained by the combination of intimacy, neuroticism, self vs. woman, and self vs. wife.

Discussion

A rather distinctive profile for adolescents differing in ego identity has emerged from the data analyses. The adolescent who has progressed in resolving for himself/herself the "Who am I" question seems to be an individual who is confident of his sexual identity, who has acquired a sense of basic trust and industry, is well-adjusted psychologically, has a more integrated personality, uses defenses in an adaptive - positive manner, and one who perceives physical, moral, personal, family, and social self more positively. This high identity adolescent also is more self acceptant and more perceptive of how he acts. If one plots these measures on a clinical profile, it is readily evident that the high identity adolescent appears to be a more adaptive and better adjusted individual psychologically.

But what factors--experiential and other--account for this psychological difference? The analyses of reported childrearing practices suggest some differences in socialization, namely high identity boys received less parental

control and more frequent paternal praise, while their female counterparts also reported less restrictiveness and more freedom to discuss problems. These socialization patterns are congruent with the parental practices reported by Douvan and Adelson (1966) for their group of autonomous and self directed adolescents. However, other factors than childrearing per se emerged as the influential determinants in the present study. Adolescents with a positive identity were more trusting, or according to Erikson (1968), had developed a sense of being all right, of being one's self. Since these individuals had accepted their physical and sexual selves, they were able to progress toward a vocational identity and a basic ideology.

The general pattern of lack of personality integration and general maladjustment characterizes the low identity adolescent. Although Marcia (1967) found no evidence of a continuum of maladjustment associated with identity statuses using an anxiety scale as a measure of psychological adjustment, he concedes that a maladjustment continuum exists for overall ego identity. Some possible explanations for this maladjustment-low identity relationship predicted by Erikson (1950; 1968) can be gained from the data of this study. The low identity adolescent seems to deny his physical identity and experiences conflict with his sexual identity, not in the orientation to a masculine or feminine role per se, but in understanding his sexual self and in perceiving a closeness between self and significant others. High identity males and females not only perceived themselves in their specific sex-role of man/woman, but also in potential future roles of husband/wife, and similar to the same sex and opposite sex parent. This parent identification undoubtedly was enhanced by the more positive and rewarding relationships

with parents reported by the high identity adolescent. The perceived similarity of self and others among high identity adolescents also was evident from their scores on personal self, family self, and social self, reflecting a sense of adequacy and worth. The low identity adolescent was less acceptant of himself and less perceptive of his behavior. Because the low identity individual seems less perceptive of his behavior, he may be less likely to make necessary changes and respond to social cues. Further, the lower scores on moral-ethical self suggest that the low identity individual perceives himself in terms of an undesirable person, of lower moral worth, and dissatisfied with religious and basic values. The lower moral-ethical scores seem to fit the moral judgment data on identity diffusion status subjects reported by Podd (1972). These perceptions are inimical to forming a basic ideology. While the high and low identity adolescents did not differ significantly on plans for post-high school training, the lower scores of the low identity adolescents on industry suggests a feeling that nothing one has learned to do well seems important to others or to society, which conflicts with a vocational orientation. Thus the low identity adolescent may have vocational plans because he has conformed to societal demands, but he may not feel he will be successful in this vocation.

This portrayal of the low identity adolescent matches the psychological profile which appeared in the empirical scales of the self concept measure. Lack of personality integration, general anxiety, and neurotic tendencies arising from the apparent inability to come to terms with self and find meaningfulness in one's life and a sense of sameness fit the identity diffusion adolescent described by Erikson (1950; 1968). Conversely, those traits

associated with the high identity adolescent closely resemble the identity achievement status, although the high identity adolescent could be a foreclosure. But the profiles of the high and low identity adolescents closely match the clinical descriptions of the identity achievement and diffusion college subjects described by Josselson (1973) and Donovan (1975), which suggests the identity dichotomy used in this study was that of achievement-diffusion.

The use of an overall ego identity score for subjects rather than an identity status provides less information about individual differences in ego identity formation. However, this problem seems less serious in light of a small scale study of 16 to 18 year old adolescent girls recently completed by Dye, Marquiss, and LaVoie (Note 1), where identity statuses were determined and a similar battery of measures were used. Achievement and foreclosure females scored significantly higher than moratorium or diffusion females on self concept (including the subscales of physical, moral-ethical, family, and social self), psychological adjustment, personality development, and sex-role identification, but distinct differences were present between the grouped statuses. Achievement adolescents scored significantly higher than foreclosures on personality integration. Foreclosures displayed the lowest personality integration pattern followed by diffusion and moratorium. On perceived similarity to significant others, achievements perceived themselves to be more similar to the appropriate sex roles, whereas foreclosures were more distant from these roles. The foreclosure adolescents also scored higher on the polar extremes of personality development (i.e., mistrust, doubt, guilt, and inferiority). In most

instances, moratoriums scored significantly higher on all measures than diffusions. These data further support the contention that the high and low identity subjects in the present study represented achievement and diffusion statuses.

Although few sex differences emerged in the analyses of identity components as noted in the absence of sex and identity interactions, the sex differential predictors of ego identity in the regression analyses follow the patterns reported in the literature. In summarizing the findings on sex differences for identity in college students, Matteson (1975) concludes that the identity process in males reflects the cultural expectation of autonomy and personality differentiation, while identity in females centers around intimacy. In adolescence, according to Douvan and Adelson (1966), the central focus of males is vocational whereas affiliation is the concern of females. The emergence of perception of behavior and self acceptance as predictors of ego identity in males in the present study appears to reflect the autonomy emphasis. The high identity male seems to possess the self assuredness that "I am doing what I want to do." For females, identity was the product of not only intimacy, but also a sense of confidence and worthiness as a female. The lower scores of high identity females on neuroticism indicate less anxiety, perhaps resulting from coming to terms with self as a female. As noted by Josselson (1973), identity in females centers more on what kind of a person to be. Feeling confident about one's femaleness enhances this identity. The importance of intimacy also fits the female pattern where identity is dependent on the responses of important others. This pattern of female adjustment and the absence of significant

differences in identity scores for males and females does not support Bardwick's (1971) contention that females today experience more difficulty in identity formation.

While the present study was not designed to test the notion that identity seems to progress in a stage sequence from physical and sexual identity to occupational identity and finally idealogy, an inspection of means for these measures across age tends to confirm this stage sequence. Physical and sexual identity scores for high identity adolescents were initially high and showed little change across age, while occupational and idealogy scores increased across age, with the greatest increase occurring between the junior and senior years of high school. It would appear that one must come to terms with one's body and one's sexual self before one can achieve an occupational identity and an idealogy. Overall, Erikson's (1970) theorizing about the psychosocial crisis of identity receives support from the results of this study.

Reference Notes

1. Dye, P., Marquiss, J., & LaVoie, J.C. (1975). Ego identity in normal and socially maladjusted adolescent females. Unpublished manuscript, University of Nebraska at Omaha.

2. Harvey, O. J. & Felknor, C. (1969). Parent-child relations as an antecedent to conceptual functioning. Unpublished doctoral dissertation, University of Colorado.

References

Bardwick, J. M. (1971). Psychology of women: A study of biocultural conflict. New York: Harper & Row.

Bell, A. P. (1969). Role modeling of fathers in adolescence and young adulthood. Journal of Counseling Psychology, 16, 30-35.

Conger, J. J. (1973). Adolescence and youth. New York: Harper & Row.

Constantinople, A. (1969). An Eriksonian measure of personality development in college students. Developmental Psychology, 1, 357-372.

Coopersmith, S. (1967). The antecedents of self esteem. San Francisco: Freeman.

Dignan, M. H. (1965). Ego identity and maternal identification. Journal of Personality and Social Psychology, 5, 476-483.

Donovan, J. M. (1975). Identity status and interpersonal style. Journal of Youth and Adolescence, 4, 37-55.

Douvan, E. (1960). Sex differences in adolescent character processes. Merrill-Palmer Quarterly, 6, 203-211.

Douvan, E. & Adelson, J. (1966). The adolescent experience. New York: Wiley & Sons.

Erikson, E. H. (1950). Childhood and society. New York: Norton.

Erikson, E. H. (1968). Identity: youth and crises. New York: Norton.

Fitts, W. H. (1964). The Tennessee Self Concept Scale: Ten years of research in mental health. Tennessee Department of Mental Health, Mind over Matter, Nashville, 4, 1-12 (No. 9).

Frazier, A., & Lisonbee, L. K. (1971). Adolescent concerns with physique. In R. E. Muus (Ed.), Adolescent behavior and society: A book of readings. New York: Random House.

Heilbrun, A. B. Jr. (1964). Conformity to masculinity - femininity stereotypes and ego identity in adolescents. Psychological Reports, 14, 351-357.

Jones, M. C. (1957). The later careers of boys who were early-or late maturing. Child Development, 28, 113-128.

Josselson, R. L. (1973). Psychodynamic aspects of identity formation in college women. Journal of Youth and Adolescence, 2, 3-52.

Lazowick, L. M. (1955). On the nature of identification. Journal of Abnormal and Social Psychology, 51, 175-183.

Marcia, J. E. (1966). Development and validation of ego identity status. Journal of Personality and Social Psychology, 3, 551-558.

Marcia, J. E. (1970). Ego identity status: relationship to change in self-esteem, "general maladjustment," and authoritarianism. Journal of Personality, 38, 249-263.

Matteson, D. R. (1975). Adolescence today: Sex roles and the search for identity. Homewood, Illinois: The Dorsey Press.

Miller, D. C. (1964). Handbood of research design and social measurement. New York: McKay.

Mussen, P. H. (1962). Long term consequences of masculinity of interests in adolescence. Journal of Consulting Psychology, 25, 435-440.

Podd, M. H. (1972). Ego identity status and morality. Developmental Psychology, 6, 497-507.

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, New Jersey: Princeton University Press.

Waterman, A. S., & Waterman, C. K. (1971). Longitudinal study of changes in ego identity status during the freshman year at college. Developmental Psychology, 5, 167-173.

Weatherly, D. (1964). Self-perceived rate of physical maturation and personality in late adolescence. Child Development, 35, 1197-1210.

Footnotes

1. Associate Professor of Developmental Psychology, University of Nebraska at Omaha, Omaha, Nebraska, and Associate Professor of Medical Psychology, Department of Psychiatry, University of Nebraska Medical Center, Omaha, Nebraska. Received his Ph.D. in developmental psychology from the University of Wisconsin-Madison. Major interests are in the area of social and personality development in children and adolescents.

2. An earlier version of this paper was presented at the Annual Meeting of the American Psychological Association, Chicago, September 1975.

3. Requests for reprints should be addressed to Joseph C. LaVoie, Department of Psychology, University of Nebraska at Omaha, Omaha, Nebraska 68101.

Acknowledgements

The author is most grateful for the assistance of James Tangdahl, Principal of Westside High School, in securing subjects for the study. The efforts of LaRue Chappel, Kenneth Anderson, Terese DeJoy, and Rhoda Andrews who assisted with the data collection, and Pat Newcomb who assisted with the manuscript preparation are appreciated.

This study was funded by Grant #791-01-010-502 from the Senate Research Committee, University of Nebraska at Omaha.

Table 1

Means and Standard Deviations of Sex-Role Identification, Personality Development, Psychological Adjustment and Self Concept for High and Low Ego Identity Males and Females[1]

Measure	High Ego Identity				Low Ego Identity			
	Males		Females		Males		Females	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Sex-Role Identification								
M/F Scale	46.45	11.34	54.32	13.89	44.97	7.43	49.16	10.76
Perceived Similarity[2]								
self vs father	5.32	3.19	5.46	2.18	5.89	2.47	7.88	4.83
self vs woman	7.82	4.45	4.69	3.75	8.18	4.01	7.01	5.16
self vs family	5.69	3.31	4.41	2.40	5.18	4.32	7.99	5.20
self vs man	6.15	3.46	6.30	3.07	6.70	3.17	8.30	4.47
self vs mother	6.52	3.08	5.02	3.52	7.27	4.95	7.44	5.11
self vs husband	5.07	2.55	5.95	3.40	5.79	4.24	7.73	3.20
self vs wife	7.46	3.84	5.73	4.81	6.70	3.51	6.44	4.62
Personality Development								
Basic Trust	16.64	3.01	16.89	3.20	15.86	3.71	14.75	2.86
Autonomy	16.81	3.26	16.82	3.39	16.62	3.62	15.69	3.38
Initiative	17.48	3.82	17.86	3.61	17.45	4.15	17.47	3.13
Industry	17.26	3.82	18.07	3.87	17.10	3.74	15.34	4.40
Psychological Adjustment[3]								
Defensive-Positive	52.77	6.91	49.39	12.45	49.76	9.53	41.66	10.21
General Maladjustment	90.94	7.69	90.46	14.19	87.03	10.64	80.50	11.09
Psychosis	50.03	6.78	50.32	6.28	52.34	7.53	50.09	8.05

Table 1 (Cont.)

Measure	High Ego Identity				Low Ego Identity			
	Males		Females		Males		Females	
	X	SD	X	SD	X	SD	X	SD
Personality Disorder	65.45	9.58	67.54	10.30	61.34	10.98	62.38	10.56
Neurosis	76.06	8.97	72.75	13.81	73.00	11.41	65.50	13.43
Personality Integration	9.71	3.39	8.50	4.44	8.38	3.46	6.97	3.03
Self Concept								
Total Self Concept	326.90	25.78	321.50	41.04	313.07	37.04	293.47	34.46
Physical Self	67.71	6.55	65.04	9.05	66.00	9.20	61.19	8.04
Moral-ethical Self	64.42	8.00	66.64	7.44	60.07	8.11	61.28	7.74
Personal Self	65.58	5.84	61.00	9.62	61.86	9.41	53.31	9.45
Family Self	63.74	8.48	63.71	12.32	61.66	11.40	57.66	11.59
Social Self	65.45	7.06	65.11	9.57	63.83	8.22	60.03	6.90
Self Criticism	37.26	3.72	35.54	5.69	38.62	5.09	36.72	6.56
Self Identity	119.77	10.52	117.54	15.26	114.24	15.05	109.34	17.12
Self Satisfaction	100.00	12.81	98.18	14.01	99.03	14.27	87.81	12.99
Perception of Behavior	107.13	9.02	105.79	14.20	100.14	11.79	96.31	10.01

[1] High and low identity assignment based on median split on identity score.

[2] Lower means indicate greater perceived similarity.

[3] Higher scores denote more positive adjustment.

Table 2

Multiple Regression Analysis for Boys Using Overall Ego Identity Score as the Criterion Variable[1]

Predictor Variables	Multiple R	R^2	R^2 Change	r	F	$p <$
Behavior Score - Self Concept	.38	.15		.38	9.95	.01
Self Acceptance Score - Self Concept	.50	.25	.10	-.06	9.65	.01
Physical Self	.54	.29	.04	.15	7.71	.01

[1] N = 60

Table 3

Multiple Regression Analysis for Girls Using Overall Ego Identity Score as the Criterion Variable[1]

Predictor Variables	Multiple R	R^2	R^2 Change	r	F	p<
Personal Self	.45	.20		.45	14.41	.01
Intimacy	.50	.25	.05	.30	9.44	.01
Neuroticism	.55	.31	.06	.28	8.23	.01
Self vs Woman	.59	.35	.04	-.19	7.43	.01
Self vs Wife	.63	.39	.04	-.05	7.01	.01

[1] N = 60